Name: Rachel Fischhoff Grade: 5 Date: March 19, 2012

Better Buy

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| Lesson Sources: Groundworks Algebraic Thinking 5 |
| Lesson Objectives: Students will be able to find the “better buy” by comparing items using the relationship between quantity and cost and generating equivalent ratios. |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: Better Buy packets (exercises 1-6) |
| Prior Knowledge and Skills Needed: least common multiples |
| Key/New Vocabulary: ratio, lcm, |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * The other day I was in the grocery store buying some orange juice. I saw that I could get a little container for one price or a big container for more money. I wanted to figure out which was the better deal. Did I get more juice for my money buying the little container (which cost less) or the big container (which cost more). Today we are going to be thinking about problems just like my trouble at the grocery store—how can we figure out which store is offering the best price? | Active listening | n/a |
| 10 min max | **2. The Teaching (The Giving of Information):**  Let’s look at a similar problem together (under doc cam). At Trader’s I can buy 10 cards for 40 cents. How many cads can I buy for 50 cents at Super Cards?  Can we tell which has the better buy just from looking at these prices? Why/Why not?  Can we tell which has the better buy just by comparing the number of cards? Why/Why not?  What’s the LCM of 10 and 15? (30)  How much does 30 cards cost at Traders? (1.20) At Super Cards (1.00)  What’s the LCM of 40 and 50? (200)  How many cards can I buy at Traders for 200 cents//$2.00? (50) At Super Cards? (60) | * Active listening * Answering questions | * Thumbs on knees * Hearing a few responses |
|  | **3. Have-A-Go (optional)**   * Based on this information—who has the better buy? * T&T: Which store offers the better deal, and how do you know? * Share out * How much does ONE card cost at each store? * Help me describe one way we can figure this out (use students words to fill in the rest of the sheet) | How will students be actively involved?  By:   * Partner Talk | * Listen in to T&Ts * Some shareouts |
| **Anticipated Responses/Outcomes:**   * Students may feel more comfortable with one line of reasoning that the other (how many cards per same amount of money or how much money for equal cards) * Students may have trouble articulating “how do we know” | | | |
|  | **4. The Link**  Today you will use the relationship between quantity and cost to figure out which stores are offering the best buy. You will work on 2, 3, and 4 before we come back together. Make sure you put your math work here (bottom of page) and describe how you solved each problem here (space for text) | **(Workshop Time)**   * Students will work independently or in partnerships to solve these problems | * Confer with students * Reading describe one way |
|  | **5. Closing (at the share)**   * What strategies worked? * How did we *describe* our processes? | * Take volunteers for strategies * Find exemplars for explanation to share with group | * Showing exemplars, linking to next day’s work |
| **Anticipated Responses/Outcomes:**   * The process of explaining our thinking could slow some students down/make it more difficult to complete this work | | | |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?